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ABSTRACT

This study focused on the climate at Boise State University, Idaho, as measured by the National Survey of Student Engagement (NSSE). "Climate" measures included general perceptions of the environment, quality of relationships with other students, faculty, and administrative personnel, the advising experience, and general satisfaction with the university. The survey was administered in 2002 to a random sample of first-year students and seniors. Results were similar to those obtained in 2000. Compared to other institutions, Boise State had low ratings on encouraging contact among students of different economic, social, and racial or ethnic backgrounds. Boise State first-year students also had lower ratings on providing academic and social support compared to other institutions. Perceptions of academic support were mainly related to perceived quality of academic advising. Perceptions of institutional support to help students thrive socially were mainly related to the extent that students felt their experiences at the institution had contributed to the welfare of the community. The addition of comparisons to other urban institutions helped in understanding that Boise State's ratings were tied at least in part to the urban institutional setting and the students who attend urban universities. Results did suggest that Boise State could improve in some key climate areas. An appendix contains eight tables of survey data. (SLD)

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# *The Campus Environment as Viewed Through the Lens of the National Survey of Student Engagement*

***Research Report 2003-01***
***Marcia J. Belcheir, Ph.D.***
***Coordinator, Office of Institutional Assessment***

***Boise State University***
***February, 2003***

## Abstract

This report focused on the climate at Boise State University as measured by the National Survey of Student Engagement (NSSE). "Climate" measures included general perceptions of the environment; quality of relationships with other students, faculty, and administrative personnel; the advising experience; and general satisfaction with the university. The survey was administered in 2002 to a random sample of first year students and seniors. Results were similar to those obtained in 2000.

Perceptions of the Environment

Of the six areas included in the survey (institutional emphasis on time studying, support to succeed academically, contact among students from different backgrounds, support to thrive socially, help to cope with non-academic responsibilities, and attendance at campus events and activities), students felt that Boise State provided the most emphasis on spending significant amounts of time studying and the least on helping students cope with their non-academic responsibilities. Compared to other institutions, Boise State had low ratings on encouraging contact among students from different economic, social, and racial or ethnic backgrounds. Boise State first-year students also had lower ratings on providing academic and social support compared to other institutions.

Perceptions of academic support were mainly related to perceived quality of academic advising. Other factors included the extent to which students felt they had gained job-related knowledge and skills, received prompt feedback from faculty, and encountered challenging examinations.

Perceptions of institutional support to help students thrive socially were mainly related to the extent that students felt their experiences at the institution had contributed to the welfare of their community. Other factors included the extent to which students thought their experiences had contributed to understanding people of other racial and ethnic



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backgrounds and to voting in local, state, or national elections. Participation in community-based projects as part of a course also helped. Younger students felt the university had provided more social support than did older students.

Perceptions of institutional emphasis on encouraging contact among students from different economic, social and racial or ethnic backgrounds also related to the extent that students felt their experiences had contributed to understanding people of other racial and ethnic backgrounds as well as to voting in elections. Students who had heavier writing responsibilities thought that less emphasis was placed on encouraging contact compared to students who were required to write fewer long papers. Students who spent more time commuting thought more emphasis was placed on contacts than did students with shorter commutes.

Quality of Relationships

For the three groups included in the survey (other students, faculty, and administration) students gave the highest ratings for the quality of their relationships with other students and the lowest to administration. Boise State ratings were similar to those at other urban institutions. However, the ratings fell significantly below national ratings for master's level institutions and for all institutions included in the survey. This was particularly true for faculty ratings.

The quality of faculty ratings depended first on how often students received prompt feedback from faculty on their performance and secondly on the quality of academic advising they received. Younger students gave lower ratings to faculty compared to older students.

Advising

While a majority of students (55%) rated their advising experiences as either "good" or "excellent," 27% rated their experiences as "fair" and 18% as "poor." When asked specifically about satisfaction with advising as it related specifically to course requirements and scheduling, 37% were satisfied and 30% were dissatisfied. The remainder were neutral. Results were similar to other urban institutions.

General Satisfaction

About 70% evaluated their entire educational experience at Boise State as either "good" or "excellent." A similar percentage agreed that they would probably or definitely attend Boise State again.

Stating that they would attend Boise State again was the biggest predictor of students' general satisfaction with their educational experience. Other major factors that predicted general satisfaction were quality of academic advising, quality of relationships with faculty, and extent that students thought Boise State emphasized providing the support they needed to help them succeed academically.

This analysis provided clues to where Boise State might start to improve perceptions of institutional climate. Clearly, faculty are a key component. Ensuring that faculty are able to provide prompt feedback and good examinations or other measures of performance appears critical. Improved advising—whether from faculty or other professionals—is also a key to

improved climate perceptions. In addition, placing students' curricular and co-curricular activities within a community context may help improve not only perceptions of social and academic support, but also perceptions of Boise State as a more diverse institution

The addition of a comparison to other urban institutions helped in understanding that Boise State's ratings were tied at least in part to the urban institutional setting and the students who attend urban universities. Still, the results indicated that Boise State could improve in some key climate areas compared to other urban universities. The greatest differences were in the areas of encouraging contact among students from different backgrounds (for both first-year and senior students) and providing academic and social support (for first-year students only).

# The Campus Environment as Viewed Through the Lens of the National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) is a tool in the movement to define quality in higher education in terms of student experiences rather than institutional reputation, admission scores, and endowments. The survey includes sections on the frequency that students engage in various educational activities related to active learning, classroom emphasis on intellectual and mental activities, participation in educational programs that enrich the academic experience, growth from academic experiences, and perceptions of the institution and its climate. Additional questions cover demographics. A copy of the survey is included in Appendix A.

In 2002, Boise State participated in the NSSE for the second time. This report continues the series of reports on the findings from the 2002 administration of the National Survey of Student Engagement (see Research Report 2002-07 for an analysis of the type of student served by Boise State compared to other institutions). This report will focus on questions in the area of institutional climate, including general perceptions of the environment; quality of relationships with other students, faculty, and administrative personnel; the advising experience; and general satisfaction with the university. Comparisons to other institutions and the prior administration of the survey at Boise State are provided.

Results from the first survey administered in 2000 can be found in Research Report 2000-04, *The National Survey of Student Engagement: Results from Boise State Freshmen and Seniors*, and Research Report 2001-02, *What Predicts Perceived Gains in Learning and in Satisfaction*. While the 2000 report provided comparisons only to other masters' level institutions, the 2002 results include a comparison to other urban colleges and universities.

## Findings

### The Institutional Environment

Students were asked to evaluate how much Boise State emphasized time studying, academic support, contact with diverse students, social support, support for non-academic responsibilities, and campus event attendance. As shown by Table 1 below, students thought the most emphasis was placed on spending significant amounts of time studying with 70% agreeing that this occurred quite a bit or very much. By comparison, slightly less than half (43%) thought that significant emphasis was placed on providing the support needed to succeed academically. Students were least likely to think that emphasis was placed on social support and support for coping with non-academic responsibilities with only 12% agreeing this occurred quite a bit or very much.

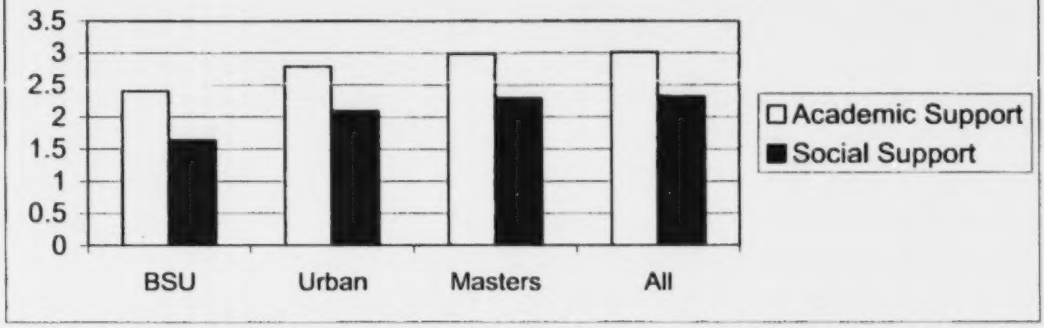
Table 1. Institutional Environment Emphases at Boise State

| This institution emphasizes: | (1) Very little | (2) Some | (3) Quite a bit | (4) Very much | Total | |
|---|---|---|---|---|---|---|
| | Percent | Percent | Percent | Percent | Total N | Mean |
| Spending significant amounts of time studying and on academic work | 3.6% | 26.6% | 50.2% | 19.7% | 305 | 2.86 |
| Providing the support you need to help you succeed academically | 13.1% | 44.3% | 34.8% | 7.9% | 305 | 2.37 |
| Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | 32.5% | 46.2% | 15.7% | 5.6% | 305 | 1.94 |
| Providing the support you need to thrive socially | 50.2% | 38.0% | 8.6% | 3.3% | 305 | 1.65 |
| Helping you cope with your non-academic responsibilities (work, family, etc.) | 58.7% | 28.5% | 10.2% | 2.6% | 305 | 1.57 |
| Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) | 28.3% | 40.5% | 24.3% | 6.9% | 305 | 2.10 |

First-year and senior students had similar responses. Responses were also close to those provided on the 2000 survey.

Compared to other institutions, Boise State had low ratings on encouraging contact among students from different economic, social, and racial or ethnic backgrounds. Boise State first-year students also had lower ratings on providing academic and social support (see Figure 1 below).

**Figure 1. Mean responses of first-year students on extent of academic and social support**




To gain a better understanding of what was related to perceptions of Boise State and academic support, social support, and emphasis on encouraging contacts among students of diverse backgrounds, a series of regression equations was undertaken to see what other questions on the survey most related to these three areas. The final set of variables was chosen through stepwise regression.

Differences in perceptions on encouraging contacts among students from differing backgrounds were best explained by a set of six variables ranked below from most to least important. The six variables explained about one-third of the variance in the emphasis ratings. Table 2 in Appendix B provides greater statistical detail.

- To what extent have your experiences at this institution contributed to understanding people of other racial and ethnic backgrounds
- To what extent have your experiences at this institution contributed to acquiring job or work-related knowledge and skills
- How often this year did you receive prompt feedback from faculty on your academic performance (written or oral)
- Number of written papers or reports of 20 pages or more
- To what extent have your experiences at this institution contributed to voting in local, state, or national elections
- How much time do you spend commuting to class

Not surprisingly, the main finding was that students who thought their experiences had contributed to a better understanding of people of other racial and ethnic groups also thought the university placed more emphasis on encouraging contacts among students of different backgrounds. In addition, people who thought their experiences had contributed to their job skills and citizenship responsibilities also thought the university placed more emphasis on encouraging contacts among students with differing backgrounds.

Several other items were less intuitively obvious. For example, those who reported spending more time commuting also thought the university placed more emphasis on diversity. We could speculate that many of these students are coming from more rural areas and see diversity as a bigger factor in their educational experience compared to their more urban counterparts.

Students with a heavy writing load may be less inclined to have the time and energy to pursue courses or experiences that bring them in contact with people from a variety of backgrounds. It is particularly unclear why prompt feedback from faculty should be included, except that the importance of this item occurred throughout the analyses.

Students, especially first-year students, also gave Boise State lower ratings on providing the support they needed to succeed academically. The following variables were found to contribute most highly to ratings of academic support. In combination, they accounted for 28% of the variability in academic support ratings and are ranked from highest to lowest in terms of contribution to predicting perceptions of academic support (see Table 3 for further details).

- Overall, how would you evaluate the quality of academic advising you have received at your institution
- To what extent have your experiences at this institution contributed to acquiring job or work-related knowledge and skills
- How often this year have you received prompt feedback from faculty on your academic performance
- Evaluate the extent to which your examinations during the current school year have challenged you to do your best work
- To what extent have your experiences at this institution contributed to voting in local, state, or national elections

Good academic advising was clearly the most important component related to belief that the institution was helping them to succeed academically. Students who gave higher ratings to advising also gave higher ratings on academic support. They also felt that providing job knowledge and skills was a way of supporting students academically. With prompt feedback, students were better able to gauge their academic performance, and perhaps seek help before it was too late. Students who felt exams were challenging (but also valid indicators of their best effort) also had higher ratings on academic support. It is unclear why learning about voting responsibilities should also relate to academic support.

Lower ratings were also found for providing the support students needed to thrive socially. The following set of variables accounted for 27% of the variability in social support ratings.

- To what extent have your experiences at this institution contributed to your contributing to the welfare of your community
- Year of birth
- How often this year have you received prompt feedback from faculty on your academic performance
- To what extent have your experiences at this institution contributed to your understanding people of other racial and ethnic backgrounds
- To what extent have your experiences at this institution contributed to voting in local, state, or national elections
- How often this year have you participated in a community-based project as part of a regular course

The strongest relationship was between contributing to community welfare and providing social support. Students who felt they had contributed more to the welfare of their community also felt the university was more helpful in providing the support they needed to thrive socially. In general, too, younger students thought the university was doing more to support them socially. Students who had more experiences in understanding different racial and ethnic groups and in political and community participation also felt the social support the university provided was greater than students who gave lower ratings to these areas. Prompt feedback from faculty was also included. See Table 4 for further information.

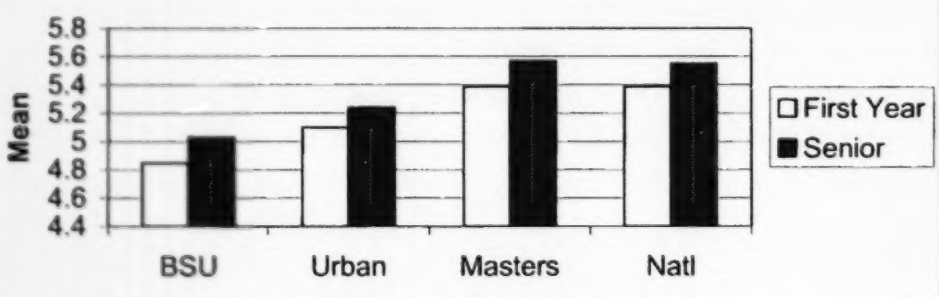
Quality of Relationships

On this part of the survey, students were asked to rate the quality of their relationships with other students, faculty, and administrative personnel and offices on a 7-point scale. For student ratings, the scale ranged from "friendly, supportive, sense of belonging" to "unfriendly, unsupportive, sense of alienation." The rating scale for faculty ranged from "available, helpful, sympathetic" to "unavailable, unhelpful, unsympathetic." The scale for administrative personnel and office ranged from "helpful, considerate, flexible" to "unhelpful, inconsiderate, rigid." The higher the numbers, the more positive the rating.

Students gave the highest ratings to their relationships with other students (mean=5.14 for freshmen and 5.44 for seniors). The second highest ratings were given to the quality of their relationships with faculty (4.85 for freshmen and 5.03 for seniors). Following the national pattern, the lowest ratings were reserved for administration (4.29 for freshmen and 4.06 for seniors). There were no significant differences between freshmen and senior ratings. Ratings were also similar to those given in the last administration of the survey.

Boise State ratings were similar to those at other urban institutions. However, they feel significantly below national ratings for master's level institutions and for all institutions included in the survey. This was particularly true for faculty ratings. See Figure 2 below for details.

**Figure 2. Quality of Faculty Relationships**




To gain a better understanding of the factors that may have contributed to these ratings, faculty ratings were regressed against the other items on the survey. Ranked from high to low, the following combination of other survey items provided the best prediction of faculty ratings.

These items accounted for 41% of the variability in faculty ratings by students. See Table 5 in Appendix B for details.

- How often this year did you receive prompt feedback from faculty on your academic performance
- Overall, how would you evaluate the quality of academic advising you have received at your institution
- Year of birth
- Evaluate the extent to which your examinations during the current school year have challenged you to do your best work
- How often this year have you talked about career plans with a faculty member or advisor
- How often this year have you made a class presentation
- To what extent have your experiences at this institution contributed to acquiring a broad general education
- To what extent has your coursework emphasized analyzing the basic elements of an idea, experience, or theory

Students who received more frequent feedback and who were more satisfied with their advising experiences also gave higher ratings on the quality of their relationships with faculty. Clearly, feedback on performance in the classroom and advising outside of the classroom were the main communication avenues between students and faculty. This was further confirmed by two other positive relationships with faculty ratings: examinations and career plans. Students who felt more of their examinations were indicative of their best efforts also had better relationships with faculty. Career counseling (another aspect of advising) also was related to high quality relationships with faculty.

In the classroom, students seemed to appreciate faculty who helped them gain a broad general education and/or who required them to analyze ideas, experiences, and/or theories. A larger number of classroom presentations was related to lower ratings of faculty relationships, which was a surprising finding. In addition, younger students appeared to have less satisfactory relationships with faculty than did older students.

Compared to faculty ratings, it was more difficult to predict administration ratings. The items selected accounted for only 29% of the variability in administration ratings compared to 41% for faculty ratings (see Table 6). Students who felt they had better relationships with administrative offices also felt that their experiences had contributed to understanding themselves, that they had received better academic advising, and they had more examinations that challenged them to do their best.

Surprisingly, students who used e-mail more to communicate with their instructors were less happy with their relationships with administrative offices. Students who spent more time preparing for class had less satisfactory administrative relationships, whereas students who spent more time relaxing and socializing had more satisfactory relationships. Younger students were also less satisfied with their relationships with administration.

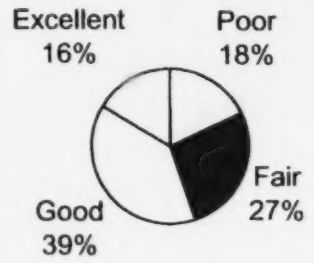
An additional analysis also was conducted to predict ratings of student relationships (see Table 7). However, it was not very effective with only 15% of the variability in ratings predicted. Students who gave higher ratings to their relationships with other students also felt their

experiences had contributed more to working effectively with others and understanding themselves. They also received prompt feedback from faculty more frequently.

Advising

The survey included two questions about advising that were not available previously. The first asked students to rate the overall quality of advising that they had received. The results for Boise State students are shown in Figure 3 below. Note about 55% of the students rated their advising experience as either good or excellent. The results were similar for freshmen and seniors. Boise State results were similar to those of other urban institutions. However, results were significantly below those for other master's institutions and for Boise State compared to all institutions.

**Figure 3. Overall Quality of Advising**




A second question asked students about their level of satisfaction with advising as it related specifically to course requirements and scheduling. About a third were neutral, while 37% were satisfied and 30% were dissatisfied. Results were similar to other urban institutions (the only comparison available).

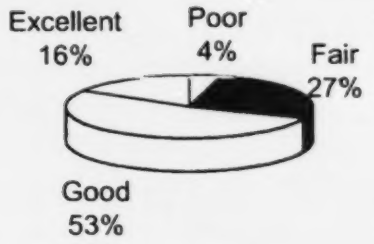
General satisfaction with the academic experience

The survey also included two "bottom-line" questions aimed at getting an overall rating of student satisfaction with the institution. One asked directly for an evaluation on students' entire educational experience while the other asked if the student would go to the same institution if starting over again. Approximately 70% of the responses were positive in either case.

Figure 4 displays the responses to the question on the evaluation of the entire academic experience. Note that 69% of Boise State students thought their educational experience had been either "good" or "excellent" while only 4% rated it as "poor." While these ratings were slightly below other urban institutions, they were significantly below[1] the ratings of other masters' institutions and for the total group.

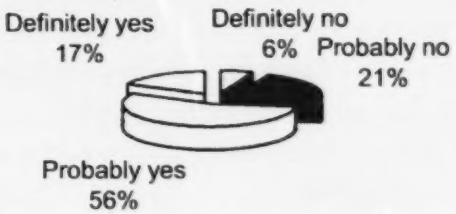
[1] Effect sizes were -.50 or greater.

**Figure 4. Evaluation of entire educational experience at Boise State**




A similar percentage thought that they would attend Boise State again if they were starting over (see Figure 5). A large majority (73%) would probably or definitely go to Boise State again. Only 6% were so disgruntled as to indicate that they definitely would not go to Boise State. These ratings were in line with those of other urban institutions and slightly below national figures.

**Figure 5. If starting over, would you go to the same institution**




To determine what factors contributed to general satisfaction with Boise State, a series of regression analyses were performed to predict general satisfaction. The following items from the survey provided the best combination for predicting satisfaction. This combination of variables was quite predictive of satisfaction, accounting for 66% of the variability in satisfaction ratings. Further details are contained in Table 8.

- If you could start over again, would you go to the same institution you are now attending
- Overall, how would you evaluate the quality of academic advising you have received at your institution
- Quality of relationships with faculty members
- To what extent does this institution emphasize providing the support you need to help you succeed academically
- To what extent have your experiences at this institution contributed to acquiring a broad general education

- To what extent have your experiences at this institution contributed to acquiring job or work-related knowledge and skills
- Quality of relationships with administrative personnel and offices
- International or foreign student
- How many hours per week do you spend working for pay off campus
- How often this year have you asked questions in class or contributed to class discussions

Students' reports of whether they would attend Boise State again if starting over were the most predictive of satisfaction. Students who were more satisfied also rated the quality of advising and relationships with faculty higher than students who were less satisfied. Similarly, students who felt they had more support to help them succeed academically were also more satisfied with Boise State. Relationships with administrative offices also were important, though less than some other areas.

Obtaining a broad general education and job skills were both important to student satisfaction. Students who were more active in class discussions were also more satisfied with their Boise State experiences. Conversely, students who worked more hours were less satisfied, perhaps in part because they were unable to fully devote themselves to their studies. The only other demographic variable included in the equation was whether or not the student was an international student or foreign national. These students evidently were more satisfied than US citizens. However, since their number was so small, this may have been a fluke in the data.

Some of the same variables used to predict satisfaction on the NSSE survey two years ago appeared again in the current study (see RR 2001-02). In particular, the question about choosing the same college again was the best predictor in both studies. Quality of relationships with faculty and administration also appeared both times as did support to help students succeed academically. Number of hours worked off-campus also showed the same negative relationship (more hours worked, less satisfaction). The advising item was new to this survey so couldn't be compared to the survey results from two years ago.

## Discussion and Conclusions

Following the 2000 administration of the NSSE, Boise State puzzled over its lower climate and satisfaction ratings compared to some other institutions. Though similar ratings were again received in 2002, the inclusion of an urban comparison group helped to clarify where Boise State needed to focus compared to its peers. This analysis also addressed other NSSE survey items which related to climate ratings.

While about 70% of the first-year and senior respondents thought Boise State placed significant emphasis on spending time on academic work, less then 50% thought significant emphasis was placed on any of the five remaining areas: providing academic support, encouraging contact among students from different backgrounds, providing social support, helping students cope with non-academic responsibilities, and encouraging attendance at campus events. Compared to other institutions, Boise State had especially low ratings on encouraging contact among students from different backgrounds and providing academic and social support.

Given Boise State's general lack of ethnic and racial diversity, the low ratings on encouraging contact among students from different backgrounds were expected. However, some students felt they had experiences at Boise State which contributed to their understanding of people of other racial and ethnic backgrounds, and these same students also gave Boise State higher ratings on encouraging contact. Therefore, curricular and co-curricular experiences clearly can play a role in improving performance in this area.

To improve the ratings on providing the academic support needed to succeed, the findings pointed to first improving the quality of academic advising. In the classroom, students also liked to receive prompt feedback on their performance and to take exams which challenged them to do their best work. Knowing that their academic experiences contributed to job knowledge and skills also related to higher academic support ratings.

To improve ratings on providing the support needed to thrive socially, a community-oriented approach seems warranted based on the findings. In particular, students who gave higher ratings in this area also thought they had experiences which had contributed more to the welfare of their community and to understanding people of other racial and ethnic backgrounds. They also were more likely to have participated in a community-based project as part of a regular course. This has implications in particular to the Volunteer Services activities and the further integration of service-learning experiences into the curriculum. Younger students thought the university placed more emphasis on social support than did older students.

In all three institutional emphasis areas—diverse backgrounds, social support, and academic support—an item on the extent that experiences at Boise State contributed to voting related to higher ratings. This implies a subgroup of students who see civic responsibility as an important part of their university experience.
In evaluating their relationships to other students, faculty, and administration, students clearly felt their best relationships were with other students. This rank-order follows the same pattern as national findings. While relationship ratings at Boise State were similar to those of other urban institutions, national ratings were higher, particularly for faculty.

Students who had better relationships with faculty also received prompt feedback on their performance more often and had better advising. They discussed their career plans with a faculty member or advisor and were more challenged to do their best work when taking exams. They were more likely to feel that their experiences had contributed to acquiring a broad general education and that their coursework emphasized analysis over memorization.

Given the importance of advising, it was disappointing to find that only 16% of respondents rated their advising experiences as "excellent" while 39% rated them as "good." When asked specifically about advising as it related to course requirements and scheduling, about 37% were satisfied and 30% were dissatisfied. These items were new to the 2002 survey and highlight the importance of advising as a way of providing academic support and strengthening student relationships with faculty.

Still, about 70% of the students were generally happy with their experiences at Boise State. Only 4% rated their experiences as poor. In predicting level of satisfaction with their academic experiences, the items which related most strongly was whether the student thought they would

go to Boise State again if starting over. Over half (56%) indicated that they probably would, and 17% thought they definitely would go to Boise State again.

Other factors which related to general satisfaction were quality of advising and quality of relationships with faculty members. Quality of relationships with administrative personnel was also an important component of satisfaction, but less important than faculty relationships. In addition, students who were more satisfied also thought the university provided more support to help them succeed academically and had contributed more to acquiring a broad general education and job-related knowledge and skills. Students who engaged in more active learning by asking questions in class or contributing to class discussions were also more satisfied with their academic experiences. As was previously found, students who worked more hours off-campus were less satisfied with their experiences at Boise State.

This analysis provides clues to where Boise State might start to improve perceptions of its climate. Clearly, faculty are a key component. Ensuring that faculty are able to provide prompt feedback and good measures of student learning appears critical. Improved advising—whether from faculty or other professionals—is also a key to improved climate perceptions.

Placing students' curricular and co-curricular activities within a community context may help improve not only perceptions of social and academic support, but also perceptions of Boise State as a more diverse institution. Service-learning is an increasingly visible option to faculty at Boise State for tying classroom learning to community activities that could be further promoted. Outside the classroom, student organizations promote everything from political activism to community volunteer efforts.

Placing Boise State's climate ratings against other urban institutions helped in understanding that ratings are tied at least in part to the urban institutional setting and the kinds of students who attend urban universities. Still, the survey results indicated that Boise State could improve in some key climate areas compared to other urban institutions who took part in the survey. Specifically, both freshmen and seniors had lower ratings on the extent that Boise State encouraged contact among students from different economic, social, and racial or ethnic backgrounds compared to other urban institutions. First-year students also felt the university placed significantly less emphasis on providing the support needed to succeed academically and to thrive socially.

Further reports on the NSSE will address academic and intellectual experiences that promote active learning, course requirements and level of mental activity expected, and perceptions of educational and personal growth. A final report will ask whether anything on the NSSE relates to retention at Boise State.

## APPENDIX B

**Table 2. Predicting perceptions on encouraging contact among students from different backgrounds**

| Model | Unstandard. Coeff. | | Standard-ized Beta | t | Sig |
|---|---|---|---|---|---|
| | B | Std. Error | | | |
| Constant | .182 | .214 | | .849 | .396 |
| Received prompt feedback on performance | .145 | .050 | .144 | 2.885 | .004 |
| Number of papers of 20 pages or more | -.154 | .059 | -.127 | -2.628 | .009 |
| Time spent commuting to class | .109 | .054 | .096 | 2.002 | .046 |
| Experiences contributed to acquiring job knowledge & skills | .185 | .044 | .212 | 4.252 | .000 |
| Experiences contributed to voting in elections | .111 | .047 | .120 | 2.381 | .018 |
| Experiences contributed to understanding people of other racial and ethnic backgrounds | .312 | .043 | .371 | 7.227 | .000 |

$R^2$=.331, Adjusted $R^2$=.317, F=24.258, df=6,294, p<.000

**Table 3. Predicting perceptions of institutional emphasis on providing academic support**

| Model | Unstandard. Coeff. | | Standard-ized Beta | t | Sig |
|---|---|---|---|---|---|
| | B | Std. Error | | | |
| Constant | .350 | .212 | | 1.648 | .100 |
| Quality of academic advising | .213 | .045 | .254 | 4.759 | .000 |
| Received prompt feedback on performance | .153 | .051 | .158 | 3.002 | .003 |
| Experiences contributed to acquiring job knowledge & skills | .156 | .045 | .183 | 3.470 | .001 |
| Experiences contributed to voting in elections | .156 | .045 | .183 | 3.470 | .001 |
| Had exams that challenged | .092 | .034 | .144 | 2.715 | .007 |

$R^2$=.277, Adjusted $R^2$=.265, F=22.687, df=5,296, p<.000

**Table 4. Predicting perceptions of institutional emphasis on providing social support**

| Model | Unstandard. Coeff. | | Standard-ized Beta | t | Sig |
|---|---|---|---|---|---|
| | B | Std. Error | | | |
| Constant | -.652 | .380 | | -1.716 | .087 |
| Experiences contributed to community welfare | .249 | .054 | .298 | 4.644 | .000 |
| Year of birth | .016 | .004 | .189 | 3.634 | .000 |
| Experiences contributed to understanding people of other racial and ethnic backgrounds | .110 | .046 | .140 | 2.374 | .018 |
| Received prompt feedback on performance | .166 | .050 | .177 | 3.290 | .001 |
| Participated in community-based project as part of a course | -.128 | .055 | .124 | -2.319 | .021 |
| Experiences contributed to voting in elections | .113 | .048 | .132 | 2.360 | .019 |

$R^2$=.269, Adjusted $R^2$=.254, F=17.482, df=6,285, p<.000

**Table 5. Predicting ratings of relationship quality with faculty**

| Model | Unstandard. Coeff. | | Standardized Beta | t | Sig |
|---|---|---|---|---|---|
| | B | Std. Error | | | |
| Constant | 3.053 | .691 | | 4.417 | .000 |
| Received prompt feedback on performance | .399 | .090 | .234 | 4.413 | .000 |
| Quality of advising | .289 | .075 | .196 | 3.869 | .000 |
| Had challenging exams | .175 | .055 | .158 | 3.218 | .001 |
| Experiences contributed to acquiring broad general education | .221 | .087 | .126 | 2.547 | .011 |
| Made a class presentation | -.218 | .083 | -.126 | -2.613 | .009 |
| Talked about career plans with faculty | .208 | .085 | .127 | 2.464 | .014 |
| Year of birth | -.028 | .007 | -.182 | -3.871 | .000 |
| Coursework emphasizes analysis | .221 | .094 | .121 | 2.347 | .020 |

$R^2$=.411, Adjusted $R^2$=.395, F=24.909, df=8,285, p<.000

**Table 6. Predicting ratings of relationship quality with administrative offices and personnel**

| Model | Unstandard. Coeff. | | Standard-ized Beta | t | Sig |
|---|---|---|---|---|---|
| | B | Std. Error | | | |
| Constant | 3.166 | .772 | | 4.104 | .000 |
| Quality of advising | .396 | .085 | .249 | 4.638 | .000 |
| Had exams that challenged | .248 | .065 | .207 | 3.793 | .000 |
| Year of birth | -.023 | .009 | -.139 | -2.645 | .009 |
| Used e-mail with instructor | -.227 | .086 | -.142 | -2.637 | .009 |
| Time spent preparing for class | -.120 | .047 | -.139 | -2.559 | .011 |
| Time spent relaxing & socializing | .092 | .047 | .101 | 1.938 | .054 |
| Experiences contributed to understanding self | .419 | .080 | .275 | 5.250 | .000 |

$R^2$=.287, Adjusted $R^2$=.269, F=15.940, df=7,277, p<.000

**Table 7. Predicting ratings of relationship quality with other students**

| Model | Unstandard. Coeff. | | Standard-ized Beta | t | Sig |
|---|---|---|---|---|---|
| | B | Std. Error | | | |
| Constant | 3.106 | .318 | | 9.769 | .000 |
| Experiences contributed to working effectively with others | .348 | .097 | .217 | 3.578 | .000 |
| Experiences contributed to understanding self | .213 | .084 | .153 | 2.536 | .012 |
| Received prompt feedback on performance | .268 | .092 | .161 | 2.915 | .004 |

$R^2$=.152, Adjusted $R^2$=.143, F=17.662, df=3,296, p<.000

**Table 8. Predicting the evaluation of the entire educational experience at Boise State**

| Model | Unstandard. Coeff. | | Standard-ized Beta | t | Sig |
|---|---|---|---|---|---|
| | B | Std. Error | | | |
| Constant | -.484 | .213 | | -2.273 | .024 |
| Quality of advising | .127 | .032 | .163 | 3.939 | .000 |
| Hours working off campus | -.026 | .009 | -.096 | -2.718 | .007 |
| Experiences contributed to broad general education | .104 | .036 | .114 | 2.864 | .004 |
| Experiences contributed to job knowledge & skills | .085 | .031 | .108 | 2.740 | .007 |
| Institution emphases providing academic support | .143 | .039 | .153 | 3.679 | .000 |
| Relationships with faculty | .085 | .024 | .163 | 3.522 | .000 |
| Relationships with administration | .051 | .020 | .104 | 2.515 | .012 |
| Would you go to the same college again | .330 | .041 | .342 | 8.086 | .000 |
| International student | .381 | .135 | .100 | 2.817 | .005 |
| Asked questions in class | .085 | .032 | .095 | 2.640 | .009 |

$^2$=.657, Adjusted $R^2$=.645, F=54.495, df=10,284, p<.000

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